“Impact of Social Media on Information Seeking and Sharing Behavior Among Postgraduate Female Students in Karnataka. A Study”

SYNOPTIC REPORT SUBMITTED FOR APPROVAL OF REGISTRATION OF TITLE TO KARNATAKA STATE AKKAMAHADEVI WOMEN UNIVERSITY, VIJAYAPURA FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

IN

LIBRARY AND INFORMATION SCIENCE

SUBMITTED BY

HAJARATBI GOTE

UNDER THE GUIDANCE OF

Prof. SHANTADEVI. T

PROFESSOR

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

KARNATAKA STATE AKKAMAHADEVI WOMEN UNIVERSITY, VIJAYAPURA

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
KARNATAKA STATE AKKAMAHADEVI WOMEN UNIVERSITY, VIJAYAPURA

2024

Impact of Social Media on Information Seeking and Sharing Behavior Among Postgraduate Female Students in Karnataka. A Study.

INTRODUCTION:

In today's digital age, social media has revolutionized the way we seek, consume, and share information. With billions of users worldwide, social media platforms have become integral to our daily lives, influencing how we interact, learn, and disseminate knowledge. The proliferation of social media has transformed the information landscape, offering unparalleled opportunities for information discovery and sharing. However, this shift also raises important questions about its impact on information-seeking behaviors, critical thinking skills, and the dissemination of accurate information.

This study aims to investigate the role of social media in shaping information-seeking behaviors and sharing practices. It explores the scope and implications of these changes for individuals, communities, and society as a whole. By examining the interplay between social media, information literacy, and knowledge sharing, this research seeks to contribute to a deeper understanding of the complex dynamics shaping the digital information ecosystem.

The emergence of social media has significantly transformed the landscape of information access, communication, and knowledge dissemination. Platforms such as Facebook, WhatsApp, Instagram, YouTube, and Twitter have become essential tools for interaction and information exchange, particularly among students in higher education. In the digital era, postgraduate students increasingly rely on social media not only for social networking but also for academic purposes, including information seeking, resource sharing, collaborative learning, and professional development.

Postgraduate female students, as active participants in digital environments, utilize social media to access scholarly content, share academic materials, discuss research topics, and stay updated on developments in their respective fields. While social media offers numerous advantages, such as instant access to information, peer collaboration, and knowledge sharing, it also presents challenges, including misinformation, information overload, privacy concerns, and varying levels of digital literacy.

In Karnataka State, higher education institutions are progressively integrating digital technologies into teaching and learning processes. Therefore, understanding how postgraduate female students use social media for information-seeking and sharing activities is essential. This study aims to examine the impact of social media on their information behavior, identify patterns of usage, and explore the benefits and challenges associated with its academic use. The findings may provide valuable insights for educators, librarians, and policymakers in enhancing digital literacy and improving academic information services in universities across Karnataka.

REVIEW OF LITERATURE

1. **Nduka, S. C., & Popoola, S.O.(2024)** this study examined the awareness and frequency of social media use among PG students in Library and Information Science at Nigerian universities. Using a descriptive survey design, data were collected from 919 students, with 742 usable responses 81% return rate. Student frequently used platforms like Wikipedia, Instagram, Facebook, Zoom, LinkedIn, YouTube, and Twitter for personal, professional, and research activities. The level of awareness and use of social media was found to be high. The study recommends integrating social media into the LIS curriculum and providing training to help students use these tools effectively.

2. **Al Mulhim, E. N., & Ismaeel. D.A.(2024).** This study explored PG students perceptions of using social media platforms to enhance academic writing during the COVID-19 pandemic, focusing on those enrolled in the master of Educational Technology program in Saudi Arabia. Using a qualitative approach semi semi-structured interviews were conducted with the students and recognized the value of social media in improving academic writing, highlighting both its benefits and challenges. The study suggests that PG supervisors consider integrating social media platforms as communication tools to enhance writing skills, alongside traditional methods, and discusses the broader implications for post-pandemic education.

3. **Ponera. M.J.,& Ngulube,P.(2023). This** study investigated the impact of existing policies on Social network sites SNS usage and knowledge sharing among PG students at four northern Tanzanian Universities. It found that while students were generally aware of SNS usage guidelines embedded in broader national ICT policies, they lacked detailed knowledge of these policies. Despite this, students tended to follow the guidelines intuitively, understanding the potential consequences of violating cyber laws. The study recommends that the Tanzanian government establish standalone policies for SNS usage in academic contexts and provide training to raise awareness among students about their proper use for knowledge sharing.

4. **Busque, B., & Clements, M. (2023).** Under the title of "PG students use of social media". Social media is increasingly popular among postgraduate students and can be beneficial if used appropriately. A study of 231 PG students from 45 countries explored their general and academic use of social media. Instagram was the most used platform overall, while Twitter was the most common for academic purposes. Many students posted educational or scientific content, with about a third having a separate account for PG-related material. Key reasons for using social media for PG purposes included community connection, science communication, learning, and networking. Posting content was often driven by self branding reaching a wide audience, and building a PG community. Social media offers opportunities to enhance the student experience and support mental health.

5. Alenezi, w.,& Brinthanupt, T. M.(2022) This study investigated the use of social media among students in the faculty of education at the University of Kuwait, within the social media learning performance model which focuses on female Arab students, the research involved interviews with a volunteer sample of 35 Kuwaiti frequently use social media for informal

educational activities. While most students felt that social media facilitated peer interaction, communication with faculty, engagement, and collaborative learning, challenges such as technical issues and negative perceptions of women using social media were also identified. This study recommends that teaching and learning and establish official guidelines for its use among both faculty and students.

6. **Adedokun- Shittu, N.A., & Tolorunleke, E.(2022).** This study examined the awareness and use of academic social networking sites (ASNS) among PG students in South West Nigeria. The research found that 55.8% of students had access to the internet, computers, and mobile devices, enabling them to register on platforms like Academia.edu, Google Scholar, LinkedIn, and Research Gate. With a grand mean score of 3.01, most students actively utilized ASNS for research purposes. The study concluded that PS Students are increasingly engaging with ASNS to enhance their research productivity. It recommended that students further engage with these platforms to improve their research output.

7. **Nduka, S. C.(2022). This** study examined how awareness, accessibility and use of social media impact the social competence of library and information science PG students in Nigerian universities. The research found that while awareness of social media did not significantly correlate with social competence, both accessibility and use of social media showed positive relationships with student's social competence. The study also found that these factors jointly contributed to 52% of the variance in social activities, poor problem-solving skills, and difficulty managing conflicts were identified as barriers to social competence. The study recommends that library schools enhance students' social competence skills to support their professional development.

8. **Ponera, J.M.(2022),** under the title knowledge and Information Sharing through this study explored the use of social networking sites(SNSs) for knowledge and information sharing among PG students at selected Universities in Tanzania. Adopting a pragmatist paradigm and a mixed methods research design, the study collected both quantitative and qualitative data through questionnaires, structured interviews, and document reviews. The study surveyed 633 PG students, achieving a 71.5% response rate. Quantitative data were analyzed using SPSS, while qualitative data were analyzed thematically.

9. Hafeez, A., Masood, H., & Imran,M. (2020). this research study aimed to explored the impact of social media on the educational and moral ideals of university students. Utilizing a descriptive survey research design data was collected from students at two public sector universities in south Punjab the Islamia University of Multan. The study focused on a population of BS,MS,& PhD students selecting a sample of 324 participants' through random sampling. A well structured questionnaire comprised of four sections demographics social media use educational effects and moral effects was developed to facilitate responses. The results were analyzed using frequency tables &statistical tests including chi –square. The findings revealed a significant proportion of students at both universities education and moral values.

10. Al- Yaki, K., El-Masri, M. & Tsai, R. (2018) Social network sites are widely used in Qatar, particularly among the younger generation, yet the relationship between SNS usage and academic performance remains unclear in existing research. Some studies suggest that excessive SNS use can lead to addiction and negatively impact academic performance, while others highlight the potential of SNSs as tools for learning and academic support. This paper aims to explore two main objectives: first to examine SNS usage patterns among young people in the Gulf Cooperation council with a focus on Qatar; and second to assess how these usage patterns influence students' academic performance.

11. Ning, W.,& Inan,F.A. (2024). This study aimed to explored the mechanisms through which social media addictions affects college students academic performance. We developed an integrated model based on dual systems theory to examine the relationship between sns addiction affects college students academic performance. We developed an integrated model based on duals systems theory to examined the relationship between SNS addiction and academic outcomes. A total of 251 college students participated in the research and we utilized partial least squares structural equation modeling to analyzed the data. The findings revealed that self control mediated the effect of social media addiction increased anxiety and stress which negatively moderated the positive relationship between self control and GPA. These insights can assist can students struggling with SNS addiction.

12. Khan, M. I., Et al.(2021). This study examined the impact of social media on students' academic performance, focusing on 345 students from higher education institution in southern Punjab, Pakistan. The findings reveal that social media usage, particularly through social media networking sites. Academic achievement by promoting creativity, knowledge sharing, and collaboration.

13. Al-Adwan, A.S., (2020).The primary objective of this study is to explored students beliefs about social media use in higher education and its effects on their perception of academic performance. Additionally the study seeks to identify the key factors influencing SMU in learning environments to enhance student performance. To accomplish these goals a research model has been developed based on existing literature related to SMU in higher education contexts.

14. **Jan, R., Ahmed, S., & Naveed, M.A. (2020)** this study explored the relationship between emotional intelligence and information seeking anxiety (ISA) among PG students at university in Khyber Pakhtunkhwa, Pakistan. Using a quantitative research design and survey methods, data were collected from 367 students across three universities using the emotional intelligence scale and information seeking anxiety scale.

15. **Naveed, M.A., & Ameen, K. (2017)** this study explored the prevalence and correlates of information seeking anxiety among PG students at the university Punjab, Lahore, using the information seeking anxiety scale(ISAS). A stratified convenient sampling method was employed to selected participants, who were surveyed through a questionnaire including ISAS and demographic questions.

STATEMENT OF THE PROBLEM:

"Impact of Social Media on Information Seeking and Sharing Behavior Among Postgraduate Female Students in Karnataka. A Study"

NEED FOR THE STUDY:

Postgraduate students are digital natives who have grown up with social media, making it an integral part of their information-seeking and sharing behavior. They need to develop strong information literacy skills to effectively navigate, evaluate, and utilize content available on social media platforms. Social media can influence the way students conduct academic research, potentially impacting the quality of their work. It also facilitates collaboration and information sharing among students, which can enhance learning outcomes. However, students require appropriate strategies to manage information overload and to avoid misinformation. They must also understand privacy and security concerns when sharing information online.

The rapid growth of social media platforms has significantly transformed the ways in which information is accessed, shared, and consumed. Among postgraduate students, particularly female students, social media has become an integral tool for academic communication, knowledge exchange, and collaborative learning. In Karnataka State, where higher education institutions are increasingly integrating digital technologies, understanding the impact of social media on information-seeking and sharing behavior is essential.

SCOPE AND LIMITATIONS:

The present study examines the impact of social media on information-seeking and sharing behavior among postgraduate female students in Karnataka State. It primarily focuses on assessing the extent of knowledge and awareness of social media among postgraduate students. The study is limited to postgraduate female students enrolled in state universities in Karnataka.

OBJECTIVES OF THE STUDY:

The main objective of the study is to assess the impact of social media on information-seeking and sharing behavior among postgraduate female students in Karnataka State. The specific objectives of the study are as follows:

- To investigate the extent of use of social media platforms are used for information sharing and seeking.
- To examine the types of information that are most frequently shared and sought on social media.
- To analyze the impact of social media on the seeking and dissemination of information.

- To explore the role of social media in shaping information literacy and critical thinking skills.
- To investigate the relationship between social media use and information seeking behavior in different contexts (e.g. personal, professional, academic).
- To investigate the role of social media in facilitating collaborative information seeking and sharing.
- To identify the implications of social media information sharing and seeking behavior for libraries, education, and society.
- To identify the motivations and barriers to sharing and seeking information on social media.

HYPOTHESIS:

1. Use of social media is no bearing on information literacy skills among users.
2. The type of information source are coordinated the use of social media.
3. Information literacy skills are bearing on use of social media.
4. There is no relation with social media and information seeking behaviour among users.
5. Demographic variables are no relations with use of social media**.**

METHODOLOGY:

This section explains the suitable methodology for hypothesis testing in order to achieve the mentioned objectives. This study intends to examine the impact of social media on information seeking and sharing among postgraduate female students in Karnataka State. It involves a comprehensive investigation into the impact of social media on students' information-seeking and sharing behaviors, aiming to identify and explore the relevant factors.

Data Collection:

exploratory and survey method is used to process the research primary data and secondary data will be collect through various print and digital, online sources, databases, websites and other sources. A structured questionnaires will be use to collect data from the respondents.

Sampling:

The sampling strategy will involve both purposive and random sampling techniques. Purposive sampling will be used to select key stakeholders who possess valuable insights and experiences related to Impact of social media on PG female students. Random sampling will be employed for the distribution of surveys to a larger population of PG female students.

Data Analysis:

The survey responses will be analyzed using statistical software. Descriptive statistics, such as frequencies and percentages, will be used to summarize the quantitative data. Additionally, inferential statistics, such as correlations and regression analysis, may be employed to examine relationships between variables and identify factors that influence social media adoption and implementation.

OPERATIONAL DEFINITIONS:

Social media:

1. Social media are internet-based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content (Kaplan & Haenlein, 2010).

Information seeking:

2. Information-seeking behavior is defined as the purposive pursuit of information to satisfy a specific need or achieve a particular goal (Wilson, 1999). It involves identifying an information need, searching for relevant sources, evaluating the credibility of information, and utilizing the acquired information effectively. Information-seeking behavior is influenced by various factors such as personal motivation, academic requirements, technological access, and cognitive abilities.

Information Sharing:

3. Information-sharing behavior refers to the process of exchanging information among individuals or groups to support communication, collaboration, and knowledge development (Talja, 2002). It involves the voluntary dissemination of ideas, resources, experiences, and academic materials through formal and informal channels. Information sharing plays a crucial role in academic communities, where collaboration enhances learning and research productivity.

Information literacy:

4. Information literacy is defined as the ability to recognize when information is needed and to locate, evaluate, and use the required information effectively (American Library Association [ALA], 1989). It encompasses critical thinking skills, ethical use of information, and the capacity to assess the credibility and relevance of various information sources.

SIGNIFICANCE OF THE STUDY:

It has changed the way they access, consume, and share information. Social media platforms have become an essential tool for these students to stay updated on various topics, connect with peers, and share their own thoughts and experiences

- Social media platforms have made it easier for PG students to access information, connect with peers and experts, and share knowledge.

- Social media enables PG students to engage in collaborative learning, share resources, and participate in online discussions.

- Social media platforms provide opportunities for PG students to connect with professionals, researchers, and academics in their field, potentially leading to valuable connections and collaborations.

- Social media enables rapid sharing of information, allowing PG students to stay updated on the latest developments in their field.

Chapter 1: INTRODUCTION:

The first chapter shall describe Introduction, Statement of the problem, and review of literature, need and purpose of the study, Objectives of the study, Scope and limitations and organization of the study.

Chapter 2: REVIEW OF RELATED LITERATURE:

This chapter reviews relevant national and international studies related to social media use, information-seeking behavior, and information-sharing behavior. It also discusses the theoretical and conceptual framework of the study.

Chapter 3: RESEARCH DESIGN AND METHODOLOGY:

This chapter describes the research design, population, sample size, sampling technique, tools and techniques of data collection, pilot study, and statistical methods used for data analysis.

Chapter 5 – DATA ANALYSIS AND INTERPRETATION:

This chapter would be devoted to collection, analysis and interpretation of data to test the hypothesis.

Chapter 6 – FINDING, SUGGESTIONS AND CONCLUSION:

This chapter summarizes the major findings of the study, provides suggestions and recommendations, and concludes the research with implications for future studies.

REFERENCE:

1. Al Mulhim, E. N., & Ismaeel, D. A. (2024). Learning sustainability: Post-graduate students' perceptions on the use of social media platforms to enhance academic writing. *Sustainability*, *16*(13), 5587.

2. Le Busque, B., & Mingoia, J. (2023). Getting social: Postgraduate students use of social media. *Studies in Continuing Education*, *45*(1), 54-70.
3. Alenezi, W., & Brinthaupt, T. M. (2022). The use of social media as a tool for learning: perspectives of students in the Faculty of Education at Kuwait University. *Contemporary Educational Technology*, *14*(1), ep340.
4. Nduka, S. C., & Popoola, S. O. (2024). Exploring Social Media Technologies Awareness and Use among Postgraduate Students of Library and Information Science in Nigeria: An Investigative Study. *International Journal of Knowledge Content Development & Technology*, *14*(3), 59-76.
5. Ponera, M. J., & Ngulube, P. (2023). Implications of policies on the use of social networking sites for knowledge sharing: Experiences from postgraduate students in higher education institutions in Tanzania. *Social Sciences & Humanities Open*, *8*(1), 100585.
6. Adedokun-Shittu, N. A., & Tolorunleke, E. (2022). Access and utilisation of academic social networking sites for research among postgraduate students in South-West, Nigeria. *Nigeria (July 13, 2022)*.
7. NDUKA, S. C. (2022). *AWARENESS, ACCESSIBILITY, USE OF SOCIAL MEDIA AND SOCIAL COMPETENCE OF LIBRARY AND INFORMATION SCIENCE POSTGRADUATE STUDENTS IN UNIVERSITIES IN NIGERIA* (Doctoral dissertation).
8. Ponera, J. M. (2022). Knowledge and information sharing through social networking sites among postgraduate students at selected universities in Tanzania.
9. Hafeez, A., Masood, H., & Imran, M. (2020). Effects of Social Media on Educational and Moral Values of Youth: Evidence from University Students of South Punjab, Pakistan. *Online Media and Society*, *1*, 27-34.
10. Al-Yafi, K., El-Masri, M., & Tsai, R. (2018). The effects of using social network sites on academic performance: the case of Qatar. *Journal of Enterprise Information Management*, *31*(3), 446-462.
11. Ning, W., & Inan, F. A. (2024). Impact of social media addiction on college students' academic performance: an interdisciplinary perspective. *Journal of Research on Technology in Education*, *56*(5), 616-631.
12. Khan, M. I., Azeem, M., Ahmed, M., Yasin, M. A., & Ali, R. (2021). Impacts of social media on student's academic achievement: A case of higher educational institutions of Southern Punjab of Pakistan. *Int. Trans. J. Eng. Manag. Appl. Sci. Technol*, *12*, 12A3S.
13. Al-Adwan, A. S., Albelbisi, N. A., Aladwan, S. H., Horani, O., Al-Madadha, A., & Al Khasawneh, M. H. (2020). Investigating the impact of social media use on student's

perception of academic performance in higher education: evidence from Jordan. *Journal of Information Technology Education: Research*, *19*, 953-975

14. Jan, R., Ahmed, S., & Naveed, M. A. (2020). Relationship of emotional intelligence with information seeking anxiety among postgraduate students at universities of Khyber Pakhtunkhwa, Pakistan. *Pakistan Journal of Library and Information Science*, *51*, 77-84.

15. Naveed, M. A., & Ameen, K. (2017). Determining the prevalence and correlates of information seeking anxiety among postgraduates in Pakistan. *Libri*, *67*(3), 205-214.

16. American Library Association. (1989). *Presidential committee on information literacy: Final report*. American Library Association.

17. Talja, S. (2002). Information sharing in academic communities: Types and levels of collaboration in information seeking and use. *New Review of Information Behaviour Research, 3*, 143–159.

18. Wilson, T. D. (1999). Models in information behaviour research. *Journal of Documentation, 55*(3), 249–270. https://doi.org/10.1108/EUM0000000007145

19. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons, 53*(1), 59–68. https://doi.org/10.1016/j.bushor.2009.09.003